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# INCORPORATING CULTURE OF ENGLISH-SPEAKING COUNTRIES INTO ENGLISH EDUCATION: A CASE STUDY IN TAIWAN

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## Abstract

Considering the general view that the world is becoming more like a global village, knowledge of related cultures is becoming valuable in the teaching of the English language. The purpose of this study was to investigate Taiwanese university English faculty's perspectives on incorporating instructions of English-speaking countries' culture into their teaching. A survey with a five-point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree) was designed and utilized. Two statistical analysis methods including descriptive analysis and analysis of variance (ANOVA) were carried out to examine faculty's perspectives. Results of statistical analysis indicated that most university English faculty have a positive outlook on the incorporation of culture of English speaking countries into their teaching. This study presents recommendations made to university administrators, instructors, and researchers with the aim of achieving a more effective incorporation of culture into English teaching. The proactive incorporation of culture instruction into English teaching may be useful for institutions of higher education.

**Keywords:** English as a Foreign Language, English instruction, English curriculum, cultural education, college instruction, higher education